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Consultants' Handbook.

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Two conferences held in Florida in 1968 to prepare consultants to work with in-service professional and para-professional personnel serving migrant children in Florida, led to this analysis of consultant, consultee, and professional staff reactions. Characteristics of a consultant and when and how to use his services are outlined. It is shown how a consultant's services might be utilized to improve the overall Florida Migratory Child Compensatory Program which includes the following areas: (1) programs to improve physical well-being; (2) bridging experiences to close the gap between home and school; (3) language development; (4) opportunities for growth in personal and social development; and (5) occupational development. A statement of general duties and responsibilities of county agencies, the Migrant Education Center, and the State Department of Education is given. (RH)

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COMPENSATORY
PROGRAM

CONSULTANTS' HANDBOOK

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CONSULTANTS' HANDBOOK

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Consultants' Conference, Winter Park, Florida

INTRODUCTION

The following pages are the result of combined and concentrated effort on the part of professional personnel representing the Florida State Department of Education and the Migrant Education Center of Florida Atlantic University.

In March of 1968, a "Consultants' Orientation Conference" was held on the campus of Florida Atlantic University. Again in November of 1968, a second "Consultants' Orientation Conference" was held in Winter Park, Florida. The purpose of both conferences was to prepare consultants to work with in-service professional and para-professional personnel serving migrant children in Florida. As a result of these two conferences, over two hundred consultants and instructors are available to teachers, schools, counties and agencies serving agricultural migratory children and youth.

Much of the following is presented at the request of these consultants and represents the analysis of consultant "feed-back", the reaction of their consultees, and the evaluation of other recipient persons and agencies of their services, in addition to the efforts of professional staff of the agencies mentioned above.

WHO IS A CONSULTANT?

The consultant is seen as a most important pivotal person in the staff development process. The term has been used to cover a broad continuum of services. Basically, the consultant role is one of "helping," "assisting" or "enabling" another individual or group of individuals to become more competent in a particular situation.

Characteristics of a consultant are admirably outlined by Gordon Klopf:

1. a belief in others with a positiveness and genuiness that builds a trusting relation.
2. a competency as a diagnostician of the person in the situation.
3. an empathy for others, can comprehend feelings and perceptions of others.
4. a sense of concreteness, can be specific.
5. an ability to reduce anxiety.
6. a responsiveness to cues in behavior of others.
7. an ability to deal with a person in terms of an idea, situation, or problem.
8. an ability to understand motives and needs of a person in a situation.
9. a skill in working with people from their specific strengths.
10. an ability to facilitate, enable.
11. an interest in learning and communicating this.
12. an openness to others and their ideas.

13. an awareness of the dynamics of any social interaction and the related systems and sub-systems.

14. an ability to search out the relevant and pertinent factors.

15. an authenticity in style, knowledge, and conviction (1:2).

If the above are to be used as the necessary characteristics of a consultant, the consultee becomes the director of the process of consultation and the recipient of the consultant's services. Individuals, groups or agencies requesting consultant services should be aware of the role of the consultant and the commensurate responsibility for themselves (the consultees). Perhaps Tuttle (3) in paraphrasing Rogers (2) has given an appropriate challenge to consultees, that might be used by administrators, supervisors, or other planning personnel to prepare consultees for their responsibilities in the consultation process:

1. How can I build a better understanding of myself?

2. How can I increase my effectiveness in developing positive experience for myself and others?

3. Can I call on my own uniqueness and creativity for maximum enhancement of the learning situation?

4. Can I accept all children as they are?

5. Can I become more open to new experiences?

WHEN AND HOW TO USE A CONSULTANT

The employment and utilization of consultants is one of the basic activities of the Migrant Education Center's staff development program. Specific areas in which consultant services might be used by counties, schools, and agencies are:

1. facilitating the efforts of teachers, principals, and supervisors to formulate suitable school experiences by:
   a. developing and utilizing informal diagnostic procedures;
   b. formulating, adapting, and modifying the curriculum, instructional materials, teaching transactions, school organization, and operation;
   c. involving parents and children in experiences;
   d. and designing suitable bridging experiences to help the child relate his experiences and life patterns to school learnings.
2. helping teachers develop and utilize new approaches in interpersonal relationships.
3. helping teachers acquire skills and competencies they need to implement the Florida plan for the education of migrant children.
4. participating in other activities designed to:
   a. increase interagency cooperation;
   b. deepen community and parental involvement;
   c. and instill favorable attitudes toward the migrant throughout the general public.

It should be added the the total Florida Migratory Child Compensatory Program functions in the following broad areas:

1. Services and programs to improve PHYSICAL WELL-BEING with accompanying practical related health education.

2. BRIDGING EXPERIENCES to close the gap between the migrant home and school.

3. LANGUAGE DEVELOPMENT programs to facilitate the acquisition of control of the communication skills.

4. Opportunities for GROWTH IN PERSONAL AND SOCIAL DEVELOPMENT and enhanced understanding of the experiences that guide the migratory children's development of positive self-concepts, favorable attitudes towards school, and an understanding of the general culture.

5. OCCUPATIONAL DEVELOPMENT to build readiness for learning saleable skills.

Dr. A. E. Teele, Professor, Florida A & M University (left) with Consultee (right) at Winter Park Conference.

GENERAL DUTIES AND RESPONSIBILITIES

The counties, the Migrant Education Center, and the State Department of Education all have responsibilities that must be fulfilled if the staff development activities are to be of maximum benefit. Following is a brief statement of the responsibilities of each agency.

COUNTY:

Organize a steering committee which includes teachers to:

A. Plan and conduct preliminary activities necessary to the formulation of this phase of staff development activities in the county.

   1. conduct a survey to determine the activities in which local personnel wish to engage.

   2. compile a report which indicates the following:

      a. type of participation desired in terms of individual teacher(s), school(s), or county.

      b. number of persons involved in each category: non-professional (aides and clerks), teachers, principals, supervisors, others (community leaders, representatives of cooperating agencies).

      c. proposed schedule of meetings after school, evenings, Saturdays, place, etc.

B. Complete 3 copies of the form for reporting and mail one to the State Department of Education, one to the Migrant Education Center, and maintain one copy for county files.

C. Keep community and school people informed as to progress of activity.

D. Work closely with the State Department Office of Migrant Education and the Migrant Education Center, Florida Atlantic University.

E. Notify participants of first meeting.

F. Provide assistance and material which participants may need between the visits of consultants.

G. Make sure that representatives of community agencies which serve the migrant population, local community leaders and growers are involved in a suitable manner. Example: joint seminars with school people.

H. Designate one person to be a contact person. This person will be contacted by Florida Atlantic University and the Florida State Department of Education for information needed throughout this activity.

MIGRANT EDUCATION CENTER:

The Migrant Education Center at Florida Atlantic University will:

A. Prepare and distribute an announcement bulletin.

B. Notify county contact person of consultants who will work with them, and the date of the first meeting.

D. Notify consultants of their assignment and provide any necessary orientation.

D. Remunerate consultants.

E. Visit each county program.

F. Assist in the communication between the State Department of Education Migrant Office consultant and the county.

STATE DEPARTMENT OF EDUCATION

The State Department Office of Migrant Education will:

A. Provide a full-time consultant to give leadership and coordination as he works closely with the Migrant Education Center and local personnel.

B. Facilitate the study of county survey reports.

C. Visit the Migrant Education Center in order to accomplish the stated purposes.

D. Visit counties, activities consultants, and local personnel in the implementation of activities.

Dr. Gloria Mattera, Geneseo State College, New York (right) with Consultees, Winter Park Conference.

OTHER ACTIVITIES

Subsequent announcements of workshops, institutes, seminars, and conferences will be made as plans are developed. In the meantime, requests for other staff development activities which counties might wish to conduct as a part of the local program with county project funds may be directed to:

Migrant Education Center
Florida Atlantic University
Boca Raton, Florida 33432
Telephone: (305) 395-5100

or

Education for Migrant Children
State Department of Education
Tallahassee, Florida 32304
Telephone: (904) 599-5865

Consultation.

1. Klopf, Gordon, et al, "The Process of Consultation Dialogue, Encounter, Confrontation, Counseling." Paper Developed for ASCD Carousel of New Modes of Staff Development, Denver, Colorado, January, 1969.

2. Rogers, Carl, On Becoming A Person. Houghton, Mifflin, Boston, 1961.

3. Tuttle, Lester E., "Understanding the Migrant Culture and Its Implications for Learning." (Keynote Address, In-service Workshop), Fort Myers, Florida, May, 1969.

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